

DUTCH FORK ELEMENTARY

7900 Broad River Rd.
Irmo, SC 29063

GRADES K-5 Elementary School

ENROLLMENT 508 Students

PRINCIPAL June M. Lominack 803-732-8075

SUPERINTENDENT Dr. Dennis O. McMahon 803-732-8000

BOARD CHAIR Cindy Sweigart 803-898-0096

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
23	15	1	0	0

IMPROVEMENT RATING:

EXCELLENT

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Excellent	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

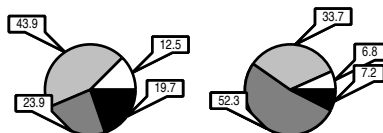
PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

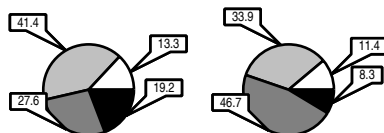
Our School



Mathematics

English/Language Arts

Elementary Schools with Students like Ours



Mathematics

English/Language Arts

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	273	100.0	6.8	33.7	52.3	7.2	71.6	Yes	Yes
Gender									
Male	142	100.0	8.8	37.5	48.5	5.1	66.9		
Female	131	100.0	4.7	29.7	56.3	9.4	76.6		
Racial/Ethnic Group									
White	128	100.0	4.0	28.0	56.0	12.0	78.4	Yes	Yes
African-American	138	100.0	9.0	39.1	48.9	3.0	66.2	Yes	Yes
Asian/Pacific Islanders	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	235	100.0	4.4	30.7	56.6	8.3	75.9		
Disabled	38	100.0	22.2	52.8	25.0	0.0	44.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	273	100.0	6.8	33.7	52.3	7.2	71.6		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	270	100.0	6.5	33.3	52.9	7.3	72.4		
Socio-Economic Status									
Subsidized meals	75	100.0	8.6	45.7	45.7	0.0	62.9	Yes	Yes
Full-pay meals	198	100.0	6.2	29.4	54.6	9.8	74.7		

Mathematics - State Performance Objective = 15.5%									
All Students	273	100.0	12.5	43.9	23.9	19.7	64.0	Yes	Yes
Gender									
Male	142	100.0	14.0	40.4	25.7	19.9	66.2		
Female	131	100.0	10.9	47.7	21.9	19.5	61.7		
Racial/Ethnic Group									
White	128	100.0	6.4	38.4	27.2	28.0	72.8	Yes	Yes
African-American	138	100.0	18.8	48.1	21.1	12.0	55.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	235	100.0	10.1	43.9	24.6	21.5	67.1		
Disabled	38	100.0	27.8	44.4	19.4	8.3	44.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	273	100.0	12.5	43.9	23.9	19.7	64.0		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	270	100.0	12.3	43.7	24.1	19.9	64.4		
Socio-Economic Status									
Subsidized meals	75	100.0	20.0	51.4	15.7	12.9	51.4	Yes	Yes
Full-pay meals	198	100.0	9.8	41.2	26.8	22.2	68.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	88	100.0	4.7	23.5	62.4	9.4	71.8
	Grade 4	98	99.0	7.9	40.8	47.4	3.9	51.3
	Grade 5	96	99.0	8.0	47.7	37.5	6.8	44.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	88	100.0	5.9	25.9	56.5	11.8	68.2
	Grade 4	83	100.0	7.3	30.5	54.9	7.3	62.2
	Grade 5	102	100.0	7.9	43.6	45.5	3.0	48.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	88	100.0	7.1	45.9	31.8	15.3	47.1
	Grade 4	98	100.0	3.9	49.4	18.2	28.6	46.8
	Grade 5	96	100.0	6.7	47.2	29.2	16.9	46.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	88	100.0	15.3	56.5	22.4	5.9	28.2
	Grade 4	83	100.0	8.5	37.8	28.0	25.6	53.7
	Grade 5	102	100.0	13.9	38.6	20.8	26.7	47.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 508)				
First graders who attended full-day kindergarten	100.0%	N/C	97.5%	100.0%
Retention rate	0.8%	Up from 0.2%	2.0%	2.7%
Attendance rate	97.2%	Up from 96.7%	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.1%		2.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.7%		2.5%	3.5%
Eligible for gifted and talented	26.6%	Down from 28.2%	26.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.8%	Down from 5.6%	6.9%	8.2%
Older than usual for grade	0.0%	N/A	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.4%	0.0%	0.0%
Teachers (n= 33)				
Teachers with advanced degrees	63.6%	Up from 54.1%	53.8%	51.4%
Continuing contract teachers	93.9%	Up from 83.8%	87.5%	87.5%
Highly qualified teachers**	96.6%	N/A	96.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	74.4%	Down from 75.4%	87.9%	86.7%
Teacher attendance rate	95.4%	Down from 95.7%	95.6%	94.9%
Average teacher salary	\$42,462	Up 4.3%	\$42,422	\$40,760
Prof. development days/teacher	14.4 days	Up from 10.4 days	12.4 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 19.1 to 1	20.8 to 1	18.9 to 1
Prime instructional time	91.9%	No change	91.2%	90.0%
Dollars spent per pupil*	\$6,659	Up 13.5%	\$5,647	\$6,044
Percent of expenditures for teacher salaries*	62.0%	Down from 68.6%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.5%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Dutch Fork Elementary School faculty, staff, School Improvement Council and PTO worked together to create a warm, nurturing, exciting atmosphere where high academic achievement is the norm. For the third consecutive year, we received the Palmetto Gold Award for Excellence. We met all of the standards for "Adequate Yearly Progress," which is part of the No Child Left Behind federal legislation requirements. We were recognized by the Education Oversight Committee as a school that is "closing the achievement gap" between economically advantaged and disadvantaged children. We also received the prestigious Exemplary Writing Award and Awards of Excellence from the SC Chapter of the National School Public Relations Association for our newsletter and parent handbook.

Our school motto, "Opening the Doors of Possibility," set the tone for continuous, diverse opportunities for students to grow and mature academically, socially and aesthetically. Students participated in a school-wide reading/fund-raiser incentive, "Reading for Real Reasons." Students read more than 24,000 books and collected more than \$1,000 for the Leukemia/Lymphoma Society. Students also participated in the following programs: Student Council, Radical Recyclers, Success in Schools, After-School Tutoring, Chess Club, Cub Report News, Safety Patrol, SOAR to Success, Math Bridges, Wondrous Writers Lunch, Birthday Book Lunch, Mad Scientist Club and Book Clubs. Author Idella Bodie visited our school and taped an interview with the SC-ETV network and Author Anthony Fredericks came to offer suggestions for crafting nonfiction pieces of writing.

The School Improvement Council (SIC), faculty and staff completed our Self-Study for School Improvement for SACS re-accreditation. Together, we crafted an improvement plan to improve student achievement in three areas. The SIC, with the faculty and staff, hosted a celebration to honor our rich school history, which dates back to 1918.

The PTO had another banner year. They raised money for classroom libraries, hired an artist to sketch our school mascot on the wall in our newly renovated gymnasium, and provided fun day for our children. Parents and community members logged in more than 7,000 volunteer hours during the school year.

We are proud of our outstanding achievements at DFES. We appreciate our district administrative support, our school community, parents, SIC, PTO and most importantly our children. We invite you to visit and see for yourself our incredible school.

June M. Lominack, Principal

Lisa B. Jerald, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	93	32
Percent satisfied with learning environment	88.9%	88.2%	78.1%
Percent satisfied with social and physical environment	91.4%	86.8%	77.4%
Percent satisfied with home-school relations	86.1%	89.9%	60.0%

*Only students at the highest elementary school grade level at this school and their parents were included.